



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

16440 S 32nd St, Phoenix, AZ 85044

Tempe Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Joe McDonald
 Schedule : 7:30 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 2747
 Web Address :
 Phone Number : (480) 706-7900
 Fax Number : (480) 706-7976
 E-mail : jmcDonald.dvh@tuhsd.k12.az.us

Mission

DVHS will provide students with an educational environment that is equitable, safe and secure. We will instill fundamental life skills, encourage collaboration, thoughtful inquiry, lifelong learning, and foster respect for oneself and others.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Desert Vista High School will provide an educational environment that is equitable, safe, and secure.
- ü Desert Vista High School will instill fundamental life skills, encourage collaboration and thoughtful inquiry, stimulate a desire for lifelong learning and foster respect and dignity of oneself and others.
- ü Desert Vista High School will teach responsibility, promote resourcefulness and inspire excellence in academic, cultural and community endeavors, that will cultivate leadership throughout the 21st century.

Enrollment

October 1, 2003 School Year Student Enrollment : 2832
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 21

Instructional Programs

- ü Honors Classes
- ü Gifted Program
- ü College Credit Classes
- ü School-to-Work

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2003
Last Day of School :	5/24/2004

Shared Responsibilities

School

At DVHS, we have high academic standards. All students are provided a set of books to use at home. Regular communication is through a school newsletter, progress reports and voice mail. Parental participation is encouraged and is exceptionally high.

Parents

Parents at DVHS are responsible for filling out student registration materials and providing birth certificate and immunization records. Parents monitor student achievement. Parents are encouraged to get involved in one of the many parent groups.

Transportation Policy

Students who live in excess of two miles from DVHS are provided transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 2 Flinn Scholars	2004
ü 1 Coca Cola Scholars Program	2004
ü 11 National Merit Scholarship Finalists	2004
ü 19 perfect math scores on the SAT	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	689	3271	65934	99	99	100	529	509	492	11	24	43	15	19	18	30	31	24	44	25	15
All Students (Prior Year)	667	2815	57534	96	89	91	523	508	491	16	27	46	14	17	16	32	31	23	38	25	15
Female	342	1598	32586	99	99	100	525	507	491	15	26	44	14	19	19	29	30	24	42	24	14
Male	347	1671	33226	99	99	99	533	511	493	7	22	42	16	20	18	31	33	24	46	26	16
African American	39	269	3042	100	99	98	495	484	478	34	47	58	23	24	19	37	23	17	6	5	6
Hispanic	60	652	21740	100	99	100	515	491	475	22	43	63	16	21	17	28	23	15	34	13	5
Asian/Pacific Islander	57	210	1643	100	100	99	547	531	519	2	14	23	20	14	13	16	26	30	63	45	34
American Indian/Alaskan Native	NC	110	4351	NC	98	99	NC	486	472	NC	54	68	NC	22	16	NC	14	13	NC	10	4
White	528	2028	34819	98	99	99	532	517	505	9	15	27	14	19	20	32	37	31	46	30	22
Students with Disabilities	40	253	6507	91	95	100	511	475	456	15	62	83	31	15	9	31	18	6	23	5	2
Students without Disabilities	649	3018	59427	99	99	100	530	510	494	11	23	41	15	20	19	30	32	25	44	26	16
Limited English Proficient Students	NC	104	6793	NC	97	100	NC	465	464	NC	76	79	NC	15	11	NC	8	8	NC	2	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	121	18745				NC	479	475	NC	61	64	NC	18	16	NC	13	15	NC	7	5
Non-Economically Disadvantaged	684	3150	47182				530	510	499	11	23	35	15	19	19	30	32	27	44	26	19

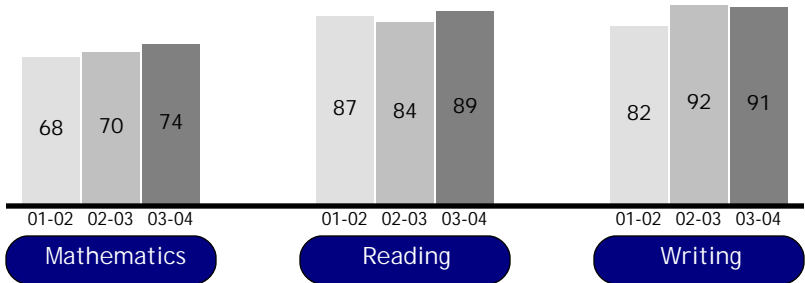
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	699	3339	68162	99	99	100	542	529	509	2	7	18	9	17	24	70	63	51	19	14	8
All Students (Prior Year)	655	2745	56700	95	87	89	538	528	512	2	7	15	13	17	23	62	59	52	22	17	10
Female	345	1621	33509	99	99	100	543	534	513	2	6	15	8	16	23	68	62	52	21	16	9
Male	354	1711	34521	100	99	100	540	524	505	2	8	20	9	17	24	71	63	49	17	12	7
African American	38	271	3163	100	100	99	521	507	497	3	11	22	18	27	30	76	59	46	3	3	3
Hispanic	62	674	22624	100	100	100	533	505	487	5	17	32	17	27	31	67	51	35	12	4	2
Asian/Pacific Islander	57	208	1666	100	99	100	540	533	523	2	8	11	14	14	17	67	60	60	18	19	12
American Indian/Alaskan Native	NC	114	4592	NC	98	100	NC	502	484	NC	14	32	NC	34	37	NC	50	30	NC	2	1
White	537	2066	35727	99	99	100	544	540	526	2	3	7	7	11	17	70	68	64	21	18	12
Students with Disabilities	44	274	6845	94	98	100	501	484	468	14	34	53	33	33	29	52	30	18	0	2	1
Students without Disabilities	655	3065	61317	100	100	100	543	531	512	2	6	15	8	16	23	70	64	53	20	14	8
Limited English Proficient Students	NC	103	7152	NC	99	100	NC	455	464	NC	72	57	NC	22	31	NC	6	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	123	19528				NC	491	487	NC	30	31	NC	31	32	NC	35	34	NC	4	2
Non-Economically Disadvantaged	694	3216	48595				542	530	518	2	6	13	9	16	20	70	64	57	19	14	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	694	3322	67629	99	99	100	585	554	524	3	10	22	6	11	16	83	76	59	8	4	3
All Students (Prior Year)	620	2715	55090	90	86	87	510	497	479	2	7	16	7	9	13	91	84	70	1	1	0
Female	342	1615	33347	98	99	100	591	565	537	2	6	17	6	10	15	85	79	64	7	5	4
Male	352	1702	34151	99	99	99	578	544	512	4	13	27	7	12	18	81	72	54	8	3	2
African American	37	269	3150	97	99	99	561	530	515	0	15	24	15	13	19	85	71	56	0	0	2
Hispanic	62	673	22313	100	100	100	569	523	493	10	21	34	5	15	19	77	61	46	8	2	1
Asian/Pacific Islander	57	208	1659	100	99	100	616	581	564	4	8	11	4	6	12	75	75	68	18	11	9
American Indian/Alaskan Native	NC	113	4528	NC	97	99	NC	528	492	NC	16	35	NC	19	21	NC	65	42	NC	1	1
White	533	2054	35593	99	98	99	584	566	547	2	5	13	6	9	14	84	81	69	7	4	4
Students with Disabilities	43	275	6712	91	98	100	500	481	445	17	35	61	39	23	18	44	41	21	0	0	0
Students without Disabilities	651	3047	60917	99	99	100	587	558	530	2	9	19	6	10	16	84	77	61	8	4	3
Limited English Proficient Students	NC	103	6994	NC	99	100	NC	431	442	NC	62	58	NC	16	18	NC	22	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	124	19310				NC	477	489	NC	36	35	NC	19	20	NC	46	44	NC	0	1
Non-Economically Disadvantaged	689	3198	48278				585	557	538	3	9	17	6	10	15	83	77	65	8	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	57	49	37	94	61	51	41	93	59	NA	42
	Language	100	57	49	38	96	61	49	42	95	59	51	42
	Mathematics	100	81	71	56	96	84	72	60	95	84	75	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Vista High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 4 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Instructional Strategies
- Ü Student Interest Sampling

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	123.40
Other Professional Staff	30.60	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	29	12	3	0
4 to 6 years	11	9	0	0
7 to 9 years	10	18	0	0
10 or more years	8	40	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	93
Core academic classes taught by Highly Qualified (NCLB) teachers.	440.2
Teachers with Emergency Certificaton.	5.4

Resources Available at School Site

Special Facilities

- Ü 96-station Computer Commons
- Ü 1200-seat Auditorium

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Drama
- Ü Orchestra
- Ü Speech and Debate
- Ü Key Club
- Ü DECA
- Ü Business Internship

Social Services

- Ü Counseling Services
- Ü Recreational Activities
- Ü Community College Courses
- Ü Community Theatre

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü In Stanford 9 testing, Desert Vista High School achieved one of the top scores in the state in each of the areas tested (math, reading and language) in all grades tested.
- ü On the AIMS assessment, Desert Vista achieves high levels of students meeting or exceeding state standards each year.
- ü 19 students scored a perfect 800 on their math SAT.
- ü Total scholarships offered to seniors exceeded 14 million.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	98			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have increased our security through the purchase of a security surveillance system. Desert Vista has a resource officer housed on campus. Law related education is incorporated in various disciplines. Finally, a Silent Witness Line has also been established so students can anonymously report concerns.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

22

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Debra Benedict	(480) 706-7900
Transportation Policy	Rudy Hernandez	(480) 345-3781
Community Resources	Kim Hilgers	(480) 706-7930
School Nutrition Programs	Rick Griffith	(480) 345-3724
Parent Organization	Bob Cox	(480) 706-7907
Student Health/Nurse	Jean Kennedy	(480) 706-7900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.